

White Pine County School District

Application

SB515, Section 23

SECTION I GENERAL INFORMATION

- White Pine County School District, as the LEA, is applying for funds for two mental health professionals through this grant. The District is applying for these funds on behalf of White Pine High School and White Pine Middle School. The narrative will be based from the District perspective.

SECTION II NARRATIVE

- Population of District. White Pine students grades 6-12 are divided among three different schools: Lund Secondary, White Pine Middle School, and White Pine High School. There are 636 students in this age group in the District. 15% have IEPs, 32% are FRL, and there is a 26% transiency rate.
- Needs of population.
 - Quantitative data.
 - 8% of students are on juvenile probation.
 - Another 2% are pending juvenile probation.
 - 18% of the juvenile probation caseload has court ordered mental health counseling.
 - 55 additional students are receiving services through Ely Mental Health.
 - In the high school population, 41 students are being seen regularly by the (0.5 FTE) counselor for mental health reasons.
 - In the 2013 Nevada Youth Risk Behavior Survey, the White Pine region population was either the #1 or #2 most at risk in Nevada for the following: Percentage of high school students who...
 - Rarely or never wore a seat belt. (13.7%)
 - Rode in a car or other vehicle driven by someone who had been drinking alcohol. (26.1%)
 - Drove a car or other vehicle when they had been drinking alcohol. (10.9%)
 - Carried a gun. (15.2)
 - Experienced sexual dating violence. (16.8%)
 - Were ever physically forced to have sexual intercourse. (13.5%)
 - Ever felt sad or hopeless. (34.3%)
 - Seriously considered attempting suicide. (21.4%)
 - Attempted suicide. (15.1%)
 - Smoked a whole cigarette for the first time before age 13. (16.7%)
 - Currently smoked cigarettes. (20.1%)
 - Smoked more than 10 cigarettes per day. (12.8%)
 - Currently used smokeless tobacco. (14.3%)
 - Currently used tobacco. (26.7%)
 - Currently drank alcohol. (38.9%)
 - Had sexual intercourse for the first time before age 13. (7.5%)

- Had sexual intercourse with four or more persons during their life. (19.6%)
- Have ever gotten pregnant or gotten someone pregnant. (6.6%)
- Who did not eat breakfast. (20%)
- Qualitative data.
 - White Pine is a challenging place for young people to grow up. It is remote, the weather is cold for a large portion of the year, and there are few opportunities for young people to interact in a positive way outside of school. Additionally, there is a lack of services available to address the needs of youth in the community. There is no Boys and Girls Club, there is no city or county recreation program, there are no outside of school athletic leagues, there are no outside of school performing opportunities. These conditions result in some of the quantitative data cited above. The purpose of this section of the Narrative is to describe some recent conditions that have resulted in an even more obvious and urgent need for additional mental health services for the youth of the County.
 - In 2014, a WPHS student lost her life due to a car accident while traveling from Ely to Elko.
 - Later that spring, a Lund student lost his life due to a car accident while traveling from Lund to Elko.
 - In winter of 2015, a recent WPHS graduate (Class of 2014) took his life through suicide.
 - In fall of 2015, a WPHS student lost his life due to a car accident while traveling home from evening soccer practice. He was traveling from Ely to McGill where he lived.
 - In fall of 2015, an alternative high school graduate who had previously attended WPHS took her life through suicide.
 - In fall of 2015, a WPHS student took his life through suicide.
 - In 2015, a WPMS student was arrested for sexual assault of an 8 year old girl. The impact of this act has rippled through multiple schools, children and families; it has destroyed a small girl's sense of safety and well-being, and ruined forever a young boy's future.
 - These events, all within the last two calendar years, have left a profound impact upon not only the community, but the school. A sense of despair; a sense of constant worry on the part of adults; a sense of what could possibly be coming next are all pervasive in the community and bleed into nearly every discussion among school and community leaders. In rural communities, single incidents like the ones described, dramatically affect the larger population of students because everybody knows everybody throughout the entire school district. School and community leaders have attended training, brought in suicide prevention experts, focused on social and emotional training, and more. But in such a small district where every school employee wears multiple hats, the plain old availability of personnel to assist struggling young people is limited.
- Proposed uses. Children today are increasingly victims of many social forces that negatively affect their role as students. Many families are in a state of change and until home becomes stabilized, in whatever form, children's unmet physical and emotional needs will continue to interfere with their ability to learn and adjust in school. While direct services to students are seen as the most important use of White Pine's vision of social workers' mental health

professionals' time, the link to home is also recognized as perhaps the most important way to stabilize the child's circumstances. Finally, when the school-to home-to-community link is strong and steady, it is the foundation for being able to build developmental assets in children who are in pain and need. Accordingly, the District would use mental health professionals in the following four ways directed toward the following audiences.

- Towards students:

- Provide small group instruction for all students on the following topics:
 - Social and emotional awareness.
 - Habits for successful teens.
 - Positive behavior strategies, coping mechanisms, and other general mental health subjects. Bullying prevention.
 - Building positive values and sense of self.
 - Resistance skills.
 - Conflict resolution.
- Lead extensive small group instruction for at-risk students on all of the above topics, plus dealing with difficult family situations, overcoming adversity, managing interpersonal conflict, leading in a positive fashion, and other general and more specific mental health subjects.
- Arrange and conduct thorough individual instruction and intervention for students who are in crisis.
- Spend time at each of the three sites during the school day, after the school day (when many White Pine students do not have parental supervision because of the prevalence of shift work in the community), and on Fridays. Structured group sessions for boys, girls, mixed families, one parent families, children of addicts, addicts themselves, and other specialized demographic groups would be offered.
- Offer other related services:
 - Provide crisis intervention.
 - Assist the child in understanding and accepting self and others.
 - Develop intervention strategies to increase academic success.
 - Assist with conflict resolution and anger management.
 - Help the child develop appropriate social interaction skills.
 - Participate in special education assessment meetings as well as individual Educational Planning Meetings
 - Work with those problems in a child's living situation that affect the child's adjustment in school. (home, school, and community)
 - Prepare a social or developmental history on a child with a disability.
 - Counsel (group, individual and/or family) directed to specific issues of the child/children.
 - Assess students using tools that identify barriers to academic performance, peer issues, suicide/homicidal ideation and similar issues.

- Towards school personnel:

- Provide training to staff and teachers regarding social and emotional awareness, working with at-risk students, providing support to struggling students, and fostering safe, secure, and emotionally comfortable learning environments.

- Facilitate home visits by making appointments between families and school personnel and then accompanying school personnel on such visits with the goal of addressing the needs of the whole child.
- Towards families:
 - Elicit parents' support in their children's school adjustment.
 - Alleviate family stress enabling the child to function more effectively in school and community.
 - Assist parents in accessing programs available to students with special needs.
 - Help parents in accessing and utilizing school and community resources.
 - Provide family counseling.
 - Work with parents in building hope and vision for the future, in their children.
- Towards the community as a liaison:
 - Participate in coordinating community resources to meet students' needs.
 - Help school district receive adequate support from social, legal and mental health agencies.
 - Advocate for new and improved community/school services to meet the needs of students and families.
 - Help the system respond effectively to each child's needs.
 - Provide professional development/training to community members.
 - Measure community's value of youth.
 - Build purposeful use of youth as a valued community resource.
- Resources used in the development of the Narrative:
 - Social School Work Association of America.
 - NASW Center for Workforce Studies and Social Work Practice.
 - Search Institute – Discovering What Kids Need to Succeed.
 - Nevada Youth Risk Behavior Survey 2013.

SECTION III
BUDGET/EXPENDITURE

- Budget narrative: The District plans to use the two mental health professionals in all three identified schools. One will be based at WPHS and the other will serve the students of WPMS and Lund. Requests for funds will occur on a monthly basis.

NEVADA DEPARTMENT OF EDUCATION
Budget/Expenditure Summary

Agency: White Pine County School District

Project Number: _____

Project Name: SB 515 Social Worker

Fiscal Year: _____

2015

CHECK ONE: BUDGET x AMENDMENT NUMBER

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	\$ -	\$ 55,944.00	\$ 55,944.00
200	Benefits	\$ -	\$ 27,081.00	\$ 27,081.00
300	Purchased Professional Services	\$ -	\$ -	\$ -
400	Purchased Property Services	\$ -	\$ -	\$ -
500	510 Student Transportation Services	\$ -	\$ -	
	580 Staff Travel	\$ -	\$ -	
	Other (520, 530, 540, 550, 560, 570, 590)	\$ -	\$ -	
	Total	\$ -	\$ -	\$ -
600	610 General Supplies (exclude 612 in 610 total)	\$ -		
	612 Non Information Technology Items of Higher Value*	\$ -	\$ -	
	640 Books and Periodicals	\$ -	\$ -	
	650 Supplies - Information Technology Related (exclude 651 and 652 in 650 total)	\$ -	\$ -	
	651 Software	\$ -	\$ -	
	652 Information Technology Items of Higher Value*	\$ -	\$ -	
	Other (620, 630)	\$ -	\$ -	
	Total	\$ -	\$ -	\$ -
800	810 Dues and Fees	\$ -	\$ -	
	890 Other Miscellaneous	\$ -	\$ -	
	Total	\$ -	\$ -	\$ -
Subtotal 100 - 600 & 800				\$ 83,025.00
Indirect Cost Rate: **		0.00%		\$ -
700	730 Equipment		\$ -	\$ -
TOTAL				\$ 83,025.00

* All items of value must be itemized in the budget detail

** Indirect cost rates must be approved by the Department of Education before the subgrantee may budget for and charge those costs to the grant.

Signature: _____

Bob Dolezal, District Superintendent

Date 12/9/15

Department of Education Use Only

Initial _____

Date Approved _____

2015/2016

Program: Social Worker or other licensed mental health professional

06/00

SECTION IV ASSURANCES

The undersigned provides the following assurances:

1. Through training, professional development and collaboration – all Social Workers and Mental Health Professionals are subject to abiding by the theory of action and mission statement of the Office for a Safe and Respectful Learning Environment.
2. The funding will be utilized to fund the mental health professional. The funds will not be used for any other purpose.
3. The schools and districts funded will administer that Nevada School Climate/Social and Emotional Learning Survey in the spring annually.
4. The district will submit data as requested for the required annual report.
5. If it is determined that a school or district is not implementing the programs or services for which it received money, or does not meet performance levels, a plan of corrective action will be developed and implanted that results in meeting the requirements and/or performance levels.
6. Any remaining balance of funds will not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
7. Districts will submit an annual Financial Report.

Signature:

Bob Dolezal
Authorized Representative

Bob Dolezal
Print Name Here

12/10/15
Date

White Pine CSD
Organization